**南區雙語教育區域資源中心**

**英語授課教學演示及教學觀課申請表**

**Application Form for**

**EMI Microteaching and Classroom Observation**

申請日期： 年 月 日

Application Date： Y M D

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| --- | --- | --- | --- | --- |
| 1. **教師基本資料Teacher Basic Information:** | | | | |
| 申請教師  Name |  | 所屬學校  School | |  |
| 系　 所  Dept/Inst. |  | 職　 稱  Position | |  |
| 聯絡電話  Contact Number |  | Email | |  |
| 課程名稱  Course Title |  | 主題  Lesson/ Topic | |  |
| 申請項目  Item | □教學演示（十五分鐘）  Microteaching (15 minutes) | | □教學觀課（一節課或五十分鐘）  Classroom Observation (50 minutes) | |
| 教學地點  Teaching Location |  | | | |
| 教學時間  Teaching Time | 年(Y) 月(M) 日(D) \_\_\_\_：\_\_\_\_-\_\_\_\_：\_\_\_\_ (節次Period： ) | | | |
| 1. **諮詢導師人選Mentor Selection：**   (請參考顧問教師團名單，依優先順序填列教師人選，本中心將依序邀請。)  (Please refer to the list of EMI Mentors and fill in the names of the preferred ones.) | | | | |
| 排序一  Order 1 |  | | | |
| 排序二  Order 2 |  | | | |
| 排序三  Order 3 |  | | | |
| 1. **課前討論Discussion Before Class：**   (本項非必要，如需安排與諮詢導師事先溝通教學現況或觀課重點可填寫。確認導師人選後，再次確認約定時間。)  (Not mandatory. Fill in the field if you need to arrange pre-communication with the mentor about  the current teaching status or focuses of observation. After the mentor is decided, please confirm  the time of appointment again.) | | | | |
| □否No |  | | | |
| □是 Yes | □實體，日期/時間/地點On-site. Date/Time/Location： | | | |
| □線上，日期/時間/網址Online. Date/Time/URL： | | | |
| 1. **教學演示或觀課模式（50分鐘教學觀課應於實際課堂進行）Mode of Microteaching or Observation (50-minute observation should be conducted in real class)：** | | | | |
| □實地觀課On-site observation  (於教師上課時，安排諮詢導師進入教學現場實地觀察教師授課並給予回饋。)  (The mentor will be present inside the classroom to observe and provide feedback afterwards.)  □線上同步Online and synchronous  (老師執行線上教課或演示，並同步由諮詢導師觀看並給予回饋。)  (The teacher will conduct online instruction or demonstration for the mentor to observe simultaneously  and provide feedback afterwards.)  □線上非同步Online and asynchronous  (執行線上授課或演示之教師錄製上課影片，提供給諮詢導師觀看並給予建議。請注意影片畫面品質。)  (The teacher conducting online instruction or demonstration records the lesson for the mentor to watch, who shall provide feedback afterwards. Please make sure the video is high-quality.) | | | | |
| 1. **課後討論After-Class Discussion：**   (建議於課後一個禮拜內進行為佳，請填寫您可以進行的時間。確認導師人選後，再次確認約定時  間。)  (It is recommended to be done within a week. Please fill in the time based on your availability. After the  mentor is decided, please confirm the time of appointment again.) | | | | |
| □實體，日期/時間/地點On-site. Date/Time/Location： | | | | |
| □線上，日期/時間/網址Online. Date/Time/URL： | | | | |
| 1. **請填寫「英語授課教學演示及觀課之教學教案」並檢附課程相關資料(教材、簡報檔等)。請於進行觀課3日前完成教案規劃並寄送電子檔予諮詢導師參考，同時副本中心承辦人。**   **Please fill out the “Lesson Plan for EMI Microteaching and Classroom Observation” and attach related lesson materials (textbooks, slides files, etc.). The lesson plan should be completed 3 days before observation and sent to the mentor and the contact person of the Center.** | | | | |

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| **英語授課教學演示及觀課之教學教案**  **Lesson Plan for EMI Microteaching and Classroom Observation** | | | | | | |
| 授課教師  Instructor |  | 所屬學校  School | |  | | |
| 所屬系所  Dept/Inst. |  | 學生人數  Number of Students | |  | | |
| 展示方式  Way of Demonstration | □現場教學On-site instruction  □預錄影片Pre-recorded video  □線上演示Online demonstration | | | | | |
| 課程名稱  Course Title |  | | | | | |
| 主題  Lesson/Topic |  | | | | | |
| 教學日期  Date | 年 　 月　　日  Y 　 M　　D | 教學時間  Time | | : ~ : | | |
| 適用對象  Suitable For | \*學士班、碩士班、博士班 (undergraduate, graduate, PhD program) | | | | | |
| 學生英語能力程度  Anticipated Students’ English Proficiency Level | **B1, B2, C1, C2**  \* Circle a CEFR level: if mixed, write possible range of levels. To determine anticipated students’ English proficiency level, please refer to appendix 2: CEFR Levels—global scale. | | | | | |
| 教學目標  Lesson Objective | Notes:   1. Lesson objectives should be actions that are observable and measurable i.e., should include *who*, *do what* (action verb), *under what conditions* (context), and *how well* (extent). 2. For a list of verbs that you can use to formulate the lesson objectives, please see the Bloom’s Taxonomy Action Verbs chart below. 3. The objectives listed should be used to guide your lesson procedure. An effective lesson should aim for meeting all lesson objectives you have set. | | | | | |
| **By the end of the lesson, students will be able to …** | | | | | |
| 關鍵詞/重要概念  Keywords or Key Concepts | By the end of the class, students will be able to use the following keywords or key concepts in speaking, writing, or problem solving: | | | | | |
| Anticipated student difficulty with the keywords:  □Meaning (find ways to clearly convey the meaning)  □Pronunciation (find ways to familiarize your students with the sound) | | | | | |
| 教學方法  Teaching Method |  | | | | | |
| 教學用具  Teaching Tools |  | | | | | |
| 教學過程  Teaching Procedure | Notes:   1. If your demonstration is a real classroom lesson (either on-site or online), please plan your procedure so that the lesson includes:  * explanations of key concepts * interaction between students/audience and the instructor— * at least one attempt to check students’ understanding of key concepts * at least one task designed for students to apply a key concept  1. If your demonstration is a simulation without audience, you should consider the mentor as your student and plan tasks accordingly. 2. If your presentation is a pre-recorded classroom lesson, please show segments that can illustrate the above aspects. 3. Interaction Type   Please mark how the interaction is planned for each activity in the lesson. Seeing what was planned and what actually happened could help the dialogue during the post-lesson reflection. Through matching what was planned and what actually happened in terms of interaction, this note could also potentially help mentors (seed instructors) to assess the overall percentage of interaction during the lesson. Potential scenarios: TTT (teacher); T-S (teacher-student); S-S (student-student).   1. TTT: Teacher Talking Time is when the teacher is presenting a concept in a monologic fashion; 2. T-S: When the teacher engages in a dialogue with the students; the dialogue could be between the teacher and the whole class (T/WC), e.g., when checking comprehension, or between the teacher and one student (T/S), e.g., when the teacher asks a question and expects an answer from one volunteer student -- whoever answers first -- or when the teacher calls on a specific student to answer a question; 3. S-S: When the students need to complete a task through interaction whether in pairs (P/W) or groups (G/W). During S-S, students might occasionally use language other than English for clarification or idea generating but the presentation of the outcome of the task is in English. | | | | | |
| 教學活動 Classroom Activities | | 時間分配  Time  Allocation | | 活動模式  Interaction Type\*  (TTT/ T-S/ S-S) | 備註Remark |
| 1. | | 1. | |  |  |
| 2. | | 2. | |  |
| 3. | | 3. | |  |
| 4. | | 4. | |  |
| 5.  (Please add the number of activities based on your design.) | | 5. | |  |
| 參考資料  Reference Sources |  | | | | | |

※本格式內各欄位可自行依實際需求予以增刪調整。

The fields in this form can be added, deleted and adjusted according to actual needs.

**Appendix 1: Bloom’s Taxonomy Action Verbs**

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| **Definitions** | **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Synthesis** | **Evaluation** |
| **Bloom’s Definition** | Remember previously learned information. | Demonstrate an  understanding of the facts. | Apply knowledge to actual situations. | Break down objects or ideas into simpler parts and find evidence to support generalizations. | Compile component ideas into a new whole or propose alternative solutions. | Make and defend judgments based on internal evidence or external criteria. |
| **Verbs** | • Arrange  • Define  • Describe  • Duplicate  • Identify  • Label  • List  • Match  • Memorize  • Name  • Order  • Outline  • Recognize  • Relate  • Recall  • Repeat  • Reproduce  • Select  • State | • Classify  • Convert  • Defend  • Describe  • Discuss  • Distinguish  • Estimate  • Explain  • Express  • Extend  • Generalized  • Give example(s)  • Identify  • Indicate  • Infer  • Locate  • Paraphrase  • Predict  • Recognize  • Rewrite  • Review  • Select  • Summarize  • Translate | • Apply  • Change  • Choose  • Compute  • Demonstrate  • Discover  • Dramatize  • Employ  • Illustrate  • Interpret  • Manipulate  • Modify  • Operate  • Practice  • Predict  • Prepare  • Produce  • Relate  • Schedule  • Show  • Sketch  • Solve  • Use  • Write | • Analyze  • Appraise  • Breakdown  • Calculate  • Categorize  • Compare  • Contrast  • Criticize  • Diagram  • Differentiate  • Discriminate  • Distinguish  • Examine  • Experiment  • Identify  • Illustrate  • Infer  • Model  • Outline  • Point out  • Question  • Relate  • Select  • Separate  • Subdivide  • Test | • Arrange  • Assemble  • Categorize  • Collect  • Combine  • Comply  • Compose  • Construct  • Create  • Design  • Develop  • Devise  • Explain  • Formulate  • Generate  • Plan  • Prepare  • Rearrange  • Reconstruct  • Relate  • Reorganize  • Revise  • Rewrite  • Set up  • Summarize  • Synthesize  • Tell  • Write | • Appraise  • Argue  • Assess  • Attach  • Choose  • Compare  • Conclude  • Contrast  • Defend  • Describe  •Discriminate  • Estimate  • Evaluate  • Explain  • Judge  • Justify  • Interpret  • Relate  • Predict  • Rate  • Select  • Summarize  • Support  • Value |

Source: <https://www.tamug.edu/academicaffairs/documents/Blooms-Taxonomy-Action-Verbs.pdf>

**Appendix 2: CEFR Levels—global scale**

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| **Proficient**  **User** | **C2** | Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| **C1** | Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. |
| **Independent**  **User** | **B2** | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options. |
| **B1** | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. |
| **Basic**  **User** | **A2** | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| **A1** | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

Source: <https://www.eui.eu/documents/servicesadmin/languagecentre/cef.pdf>